

WRITING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student may produce a letter or letters .	Student produces a variety of letters or a few sequenced letters to produce a word .	Student produces a variety of letters, a few sequenced letters to produce words, or a few words separated with spaces .	Student produces letters, some sequenced letters to produce words, and/or some words separated with spaces .	Student produces letters, sequenced letters to produce words, and words separated with spaces .
Students can produce the foundational features of the English language in writing.					
Target of Measurement 1	Writing lacks letter production, sequenced letters, or separated words.	Writing includes basic letter production or sequenced letters to produce words.	Writing includes limited letter production, sequenced letters to produce words, or words separated with spaces.	Writing includes partial letter production, sequenced letters to produce words, and/or words separated with spaces.	Writing includes letter production, sequenced letters to produce words, and words separated with spaces.
Students can produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces .					
Anchor 2	Student may draw or use the most frequent words to provide an idea or an event to write a story or write about a topic.	Student uses drawings, common words, short phrases, and/or predictable sentences to provide a description or an event to write a story or write about a topic.	Student uses drawings, phrases, and/or simple sentences to provide descriptions and/or events to write a story or write about a topic.	Student uses drawings, simple sentences, and/or expanded sentences to provide descriptions and events to write a story or write about a topic.	Student uses drawings, simple, expanded, and/or compound sentences to sufficiently provide descriptions and events to write a story or write about a topic.
Students can create and structure a written text.					
Target of Measurement 2	Writing lacks descriptions and events. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic descriptions or events. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited descriptions and/or events. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial descriptions and events. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient descriptions and events. Writing may include infrequent errors; errors do not obscure meaning.
Students can draw or write to provide descriptions and events to write a story or write about a topic.					

WRITING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can create and structure a written text.	Student may use words or short phrases to introduce or complete an idea in a written text. Writing lacks introduction or completion of thoughts and ideas. Writing includes numerous errors; errors may totally obscure meaning.	Student uses words, phrases, and occasionally simple sentences to introduce or complete thoughts or ideas in a written text. Writing includes basic introduction or completion of thoughts or ideas. Writing includes frequent errors; errors may obscure meaning.	Student uses phrases, simple sentences, and occasionally expanded and/or compound sentences to introduce and/or complete thoughts and/or ideas in a written text. Writing includes limited introduction and/or completion of thoughts and/or ideas. Writing includes occasional errors; errors may obscure meaning.	Student uses simple, expanded, and/or compound sentences to introduce and complete thoughts and ideas in a written text. Writing includes partial introduction and completion of thoughts and ideas. Writing may include occasional errors; errors do not obscure meaning.	Student uses a variety of simple, expanded, and/or compound sentences to sufficiently introduce and complete thoughts and ideas in a written text. Writing includes sufficient introduction and completion of thoughts and ideas. Writing may include infrequent errors; errors do not obscure meaning.
Target of Measurement 1 Students can use grade-appropriate language to introduce and complete thoughts and ideas in a written text.					
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2 Students can adapt vocabulary appropriately when writing.	Student may use the most frequent words to describe a thought, a feeling, or an idea in a written text. Writing lacks descriptions of thoughts, feelings, or ideas. Writing includes numerous errors; errors may totally obscure meaning.	Student uses common words and short phrases to describe thoughts, feelings, or ideas in a written text. Writing includes basic descriptions of thoughts, feelings, or ideas. Writing includes frequent errors; errors may obscure meaning.	Student uses a few grade-level words and phrases to describe detailed thoughts, feelings, and/or ideas in a written text. Writing includes minimally detailed descriptions of thoughts, feelings, and/or ideas. Writing includes occasional errors; errors may obscure meaning.	Student uses some grade-level words and phrases to describe detailed thoughts, feelings, and ideas in a written text. Writing includes partially detailed descriptions of thoughts, feelings, and ideas. Writing may include occasional errors; errors do not obscure meaning.	Student uses grade-level words and phrases to sufficiently describe detailed thoughts, feelings, and ideas in a written text. Writing includes sufficiently detailed descriptions of thoughts, feelings, and ideas. Writing may include infrequent errors; errors do not obscure meaning.
Target of Measurement 2 Students can use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas in a written text.					

WRITING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3 Students can develop a narrative written text.	Student may use words or short phrases to provide a description or an event to develop a story.	Student uses words, phrases, and occasionally simple sentences to provide descriptions or two or more events to develop a story.	Student uses phrases, simple sentences, and occasionally expanded and/or compound sentences to provide descriptions with details and/or two or more events in sequence to develop a story.	Student uses simple, expanded, and/or compound sentences to provide descriptions with details and two or more events in sequence to develop a story.	Student uses a variety of simple, expanded, and/or compound sentences to sufficiently provide descriptions with details and two or more events in sequence to develop a story.
Target of Measurement 3 Students can use grade-appropriate language to provide descriptions with details and two or more events in sequence to develop a narrative text.	Writing lacks development of descriptions or events in sequence. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic development of descriptions or two or more events in sequence. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited development of descriptions with details and/or two or more events in sequence. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial development of descriptions with details and two or more events in sequence. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient development of descriptions with details and two or more events in sequence. Writing may include infrequent errors; errors do not obscure meaning.
Anchor 4 Students can develop an informational written text.	Student may use words or short phrases to provide an opinion or information to develop an informational text.	Student uses words, phrases, and occasionally simple sentences to provide an opinion or information to develop an informational text.	Student uses phrases, simple sentences, and occasionally expanded and/or compound sentences to provide an opinion with a reason and/or additional information to develop an informational text.	Student uses simple, expanded, and/or compound sentences to provide an opinion with a reason and additional information to develop an informational text.	Student uses a variety of simple, expanded, and/or compound sentences to sufficiently provide an opinion with a reason and additional information to develop an informational text.
Target of Measurement 4 Students can use grade-appropriate language to provide an opinion with a reason and additional information to develop an informational text.	Writing lacks development of an opinion or additional information. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic development of an opinion or additional information. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited development of an opinion with a reason and/or additional information. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial development of an opinion with a reason and additional information. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient development of an opinion with a reason and additional information. Writing may include infrequent errors; errors do not obscure meaning.

WRITING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can create and structure a written text.	<p>Student may use words or short phrases to introduce or complete an idea in a written text.</p> <p>Writing lacks introduction, development, or completion of thoughts and ideas.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to introduce, develop, or complete thoughts or ideas in a written text.</p> <p>Writing includes basic introduction, development, or completion of thoughts or ideas.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to introduce, develop, link, and/or complete thoughts and ideas in a written text.</p> <p>Writing includes limited introduction, development, and/or completion of linked thoughts and ideas.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to introduce, develop, link, and complete thoughts and ideas in a written text.</p> <p>Writing includes partial introduction, development, and completion of linked thoughts and ideas.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently introduce, develop, link, and complete thoughts and ideas in a written text.</p> <p>Writing includes sufficient introduction, development, and completion of linked thoughts and ideas.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 1					
<p>Students can use grade-appropriate language to introduce, develop, link, and complete thoughts and ideas in a written text.</p>					
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2 Students can adapt vocabulary appropriately when writing.	<p>Student may use the most frequent Tier 1 words or predictable phrases to describe ideas or facts in a written text.</p> <p>Writing lacks descriptions of ideas or facts.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words and short phrases, including Tier 1 and common grade-level Tier 2 words, to describe detailed ideas or facts in a written text.</p> <p>Writing includes basic descriptions of ideas or facts.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and a few grade-level Tier 2 words, to describe detailed ideas and/or facts in a written text.</p> <p>Writing includes minimally detailed descriptions of ideas and/or facts.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and some grade-level Tier 2 words, to describe detailed ideas and facts in a written text.</p> <p>Writing includes partially detailed descriptions of ideas and facts.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently describe detailed ideas and facts in a written text.</p> <p>Writing includes sufficiently detailed descriptions of ideas and facts.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 2					
<p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to describe detailed ideas and facts in a written text.</p>					

WRITING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3	Student may use words or short phrases to provide or refer to a description or an event to develop a narrative text.	Student uses words, phrases, and simple sentences to provide or refer to descriptions or events in sequence to develop a narrative text.	Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to detailed descriptions and/or events in sequence to develop a narrative text.	Student uses simple, expanded, and/or complex sentences to provide or refer to detailed descriptions and events in sequence to develop a narrative text.	Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to detailed descriptions and events in sequence to develop a narrative text.
Target of Measurement 3					
Students can develop a narrative written text.	Writing lacks development of descriptions or events.	Writing includes basic development of descriptions or events in sequence.	Writing includes limited development of detailed descriptions and/or events in sequence.	Writing includes partial development of detailed descriptions and events in sequence.	Writing includes sufficient development of detailed descriptions and events in sequence.
Students can use grade-appropriate language to provide or refer to detailed descriptions and events in sequence to develop a narrative text.	Writing includes numerous errors; errors may totally obscure meaning.	Writing includes frequent errors; errors may obscure meaning.	Writing includes occasional errors; errors may obscure meaning.	Writing may include occasional errors; errors do not obscure meaning.	Writing may include infrequent errors; errors do not obscure meaning.
Anchor 4	Student may use words or short phrases to provide an idea to develop an informational text.	Student uses words, phrases, and simple sentences to provide connected or supported ideas to develop an informational text.	Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide supported, relevant, and/or connected ideas to develop an informational text.	Student uses simple, expanded, and/or complex sentences to provide supported, relevant, connected ideas to develop an informational text.	Student uses a variety of simple, expanded, and complex sentences to sufficiently provide supported, relevant, connected ideas to develop an informational text.
Target of Measurement 4					
Students can develop an informational written text.	Writing lacks development of connected ideas.	Writing includes basic development of connected or supported ideas.	Writing includes limited development of supported, relevant, and/or connected ideas.	Writing includes partial development of supported, relevant, connected ideas.	Writing includes sufficient development of supported relevant, connected ideas.
Students can use grade-appropriate language to provide supported, relevant, connected ideas to develop an informational text.	Writing includes numerous errors; errors may totally obscure meaning.	Writing includes frequent errors; errors may obscure meaning.	Writing includes occasional errors; errors may obscure meaning.	Writing may include occasional errors; errors do not obscure meaning.	Writing may include infrequent errors; errors do not obscure meaning.

WRITING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	<p>Student may use words or short phrases to provide an orientation or an idea in a written text.</p> <p>Writing lacks orientation, development of ideas, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide an orientation, ideas with transitions, or closure in a written text.</p> <p>Writing includes basic orientation, development of ideas using transitions, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, developed ideas using transitions, and/or closure in a written text.</p> <p>Writing includes limited orientation, development of ideas using transitions, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide an orientation, logically developed ideas using transitions, and closure in a written text.</p> <p>Writing includes partial orientation, logical development of ideas using transitions, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide an orientation, logically developed ideas using transitions, and closure in a written text.</p> <p>Writing includes sufficient orientation, logical development of ideas using transitions, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Students can create and structure a written text.					
Target of Measurement 1					
<p>Students can use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure in a written text.</p>					
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2	<p>Student may use the most frequent Tier 1 words or predictable phrases to describe ideas or facts in a written text.</p> <p>Writing lacks description of ideas or facts.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words and short phrases, including Tier 1 and common grade-level Tier 2 words, to describe ideas or facts in a written text.</p> <p>Writing includes basic descriptions of ideas or facts.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and a few grade-level Tier 2 words, to describe detailed ideas and/or facts in a written text.</p> <p>Writing includes minimally detailed descriptions of ideas and/or facts.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and some grade-level Tier 2 words, to describe detailed ideas and facts in a written text.</p> <p>Writing includes partially detailed descriptions of ideas and facts.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.</p> <p>Writing includes precisely detailed descriptions of ideas and facts.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Students can adapt vocabulary appropriately when writing.					
Target of Measurement 2					
<p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.</p>					

WRITING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3	Student may use words or short phrases to provide a character, a detail, an event, or closure to develop a narrative text.	Student uses words, phrases, and simple sentences to provide or refer to characters, details, events, or closure to develop a narrative text.	Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and/or closure to develop a narrative text.	Student uses simple, expanded, and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and closure to develop a narrative text.	Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.
Target of Measurement 3					
Students can develop a narrative written text.	Writing lacks development of characters, details, events, or closure.	Writing includes basic development of characters, details, events, or closure.	Writing includes limited development of multiple characters, details, sequenced events, and/or closure.	Writing includes partial development of multiple characters, details, sequenced events, and closure.	Writing includes sufficient development of multiple characters, precise details, sequenced events, and closure.
Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.	Writing includes numerous errors; errors may totally obscure meaning.	Writing includes frequent errors; errors may obscure meaning.	Writing includes occasional errors; errors may obscure meaning.	Writing may include occasional errors; errors do not obscure meaning.	Writing may include infrequent errors; errors do not obscure meaning.
Anchor 4	Student may use words or short phrases to provide an idea or closure to develop an informational text.	Student uses words, phrases, and simple sentences to provide an idea, some support, or closure to develop an informational text.	Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide linked ideas, a variety of support, and/or closure to develop an informational text.	Student uses simple, expanded, and/or complex sentences to provide stated and linked ideas, a variety of support, and closure to develop an informational text.	Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.
Target of Measurement 4					
Students can develop an informational written text.	Writing lacks development of ideas, support, or closure.	Writing includes basic development of ideas, support, or closure.	Writing includes limited development of linked ideas, a variety of support, and/or closure.	Writing includes partial development of stated and linked ideas, a variety of support, and closure.	Writing includes sufficient development of precisely stated and linked ideas, a variety of support, and closure.
Students can use grade-appropriate language to provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.	Writing includes numerous errors; errors may totally obscure meaning.	Writing includes frequent errors; errors may obscure meaning.	Writing includes occasional errors; errors may obscure meaning.	Writing may include occasional errors; errors do not obscure meaning.	Writing may include infrequent errors; errors do not obscure meaning.

WRITING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	<p>Student may use words or short phrases to provide an orientation or an idea in a written text.</p> <p>Writing lacks orientation, organized or connected ideas, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide an orientation, organized or connected ideas, or closure in a written text.</p> <p>Writing includes basic orientation, organized or connected ideas, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, logically organized or connected ideas, and/or closure in a written text.</p> <p>Writing includes limited orientation, organized or connected ideas, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide an orientation, logically organized and/or connected ideas, and closure in a written text.</p> <p>Writing includes partial orientation, logically organized and/or connected ideas, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide an orientation, logically organized and connected ideas, and closure in a written text.</p> <p>Writing includes sufficient orientation, logically organized and connected ideas, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Students can create and structure a written text.					
Target of Measurement 1					
Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.					
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2	<p>Student may use common Tier 1 and grade-level Tier 2 words or short phrases to describe ideas or facts in a written text.</p> <p>Writing lacks descriptions of ideas or facts.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words and short phrases, including common grade-level Tier 2 words, to describe ideas or facts in a written text.</p> <p>Writing includes basic descriptions of ideas or facts.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including a few grade-level Tier 2 and Tier 3 words, to describe detailed ideas and/or facts in a written text.</p> <p>Writing includes minimally detailed descriptions of ideas and/or facts.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including some grade-level Tier 2 and Tier 3 words, to describe detailed ideas and facts in a written text.</p> <p>Writing includes partially detailed descriptions of ideas and facts.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</p> <p>Writing includes precisely detailed descriptions of ideas and facts.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Students can adapt vocabulary appropriately when writing.					
Target of Measurement 2					
Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.					

WRITING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3	<p>Student may use words or short phrases to provide a character, a detail, an event, or closure to develop a narrative text.</p> <p>Writing lacks development of characters, details, events, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide or refer to characters, details, events, or closure to develop a narrative text.</p> <p>Writing includes basic development of characters, details, events, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and/or closure to develop a narrative text.</p> <p>Writing includes limited development of multiple characters, details, sequenced events, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and closure to develop a narrative text.</p> <p>Writing includes partial development of multiple characters, details, sequenced events, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.</p> <p>Writing includes sufficient development of multiple characters, precise details, sequenced events, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 3					
Anchor 4	<p>Student may use words or short phrases to provide a claim or closure to develop an informational text.</p> <p>Writing lacks development of claims and evidence, support, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide a claim, some support, or closure to develop an informational text.</p> <p>Writing includes basic development of claims and evidence, support, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide linked claims and evidence, a variety of support, and/or closure to develop an informational text.</p> <p>Writing includes limited development of linked claims and evidence, a variety of support, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</p> <p>Writing includes partial development of stated and linked claims and evidence, a variety of support, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</p> <p>Writing includes sufficient development of precisely stated and linked claims and evidence, a variety of support, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 4					

WRITING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	<p>Student may use words or short phrases to provide an orientation or an idea in a written text.</p> <p>Writing lacks orientation, organized or connected ideas, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide an orientation, organized or connected ideas, or closure in a written text.</p> <p>Writing includes basic orientation, organized or connected ideas, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, logically organized or connected ideas, and/or closure in a written text.</p> <p>Writing includes limited orientation, logically organized or connected ideas, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide an orientation, logically organized and/or connected ideas, and closure in a written text.</p> <p>Writing includes partial orientation, logically organized and/or connected ideas, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide an orientation, logically organized and connected ideas, and closure in a written text.</p> <p>Writing includes sufficient orientation, logically organized and connected ideas, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 1					
<p>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</p>					
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2	<p>Student may use common Tier 1 and grade-level Tier 2 words or short phrases to describe ideas or facts in a written text.</p> <p>Writing lacks descriptions of ideas or facts.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words and short phrases, including common grade-level Tier 2 words, to describe ideas or facts in a written text.</p> <p>Writing includes basic descriptions of ideas or facts.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including a few grade-level Tier 2 and Tier 3 words, to describe detailed ideas and/or facts in a written text.</p> <p>Writing includes minimally detailed descriptions of ideas and/or facts.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses words and phrases, including some grade-level Tier 2 and Tier 3 words, to describe detailed ideas and facts in a written text.</p> <p>Writing includes partially detailed descriptions of ideas and facts.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</p> <p>Writing includes precisely detailed descriptions of ideas and facts.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 2					
<p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</p>					

WRITING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3	<p>Student may use words or short phrases to provide a character, a detail, an event, or closure to develop a narrative text.</p> <p>Writing lacks development of characters, details, events, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide or refer to characters, details, events, or closure to develop a narrative text.</p> <p>Writing includes basic development of characters, details, events, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and/or closure to develop a narrative text.</p> <p>Writing includes limited development of multiple characters, details, sequenced events, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</p> <p>Writing includes partial development of multiple characters, well-chosen details, sequenced events, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</p> <p>Writing includes sufficient development of multiple characters, well-chosen details, sequenced events, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 3					
Anchor 4	<p>Student may use words or short phrases to provide a claim or closure to develop an informational text.</p> <p>Writing lacks development of claims and evidence, support, or closure.</p> <p>Writing includes numerous errors; errors may totally obscure meaning.</p>	<p>Student uses words, phrases, and simple sentences to provide a claim, some support, or closure to develop an informational text.</p> <p>Writing includes basic development of claims and evidence, support, or closure.</p> <p>Writing includes frequent errors; errors may obscure meaning.</p>	<p>Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide cohesive claims and evidence, a variety of support, and/or closure to develop an informational text.</p> <p>Writing includes limited development of cohesive claims and evidence, a variety of support, and/or closure.</p> <p>Writing includes occasional errors; errors may obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences to provide well-chosen, cohesive claims and evidence, a variety of support, and closure to develop an informational text.</p> <p>Writing includes partial development of well-chosen, cohesive claims and evidence, a variety of support, and closure.</p> <p>Writing may include occasional errors; errors do not obscure meaning.</p>	<p>Student uses a variety of simple, expanded, and complex sentences to sufficiently provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure to develop an informational text.</p> <p>Writing includes sufficient development of precise, well-chosen, cohesive claims and evidence, a variety of support, and closure.</p> <p>Writing may include infrequent errors; errors do not obscure meaning.</p>
Target of Measurement 4					